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**I, Pashew Majeed Nuri , hereby submit this original work as part of the requirements for the degree of Master of Education in Curriculum & Instruction.**

It is entitled:

**Retrospective Miscue Analysis with an Adult ESL Kurdish Reader**

Student's name: **Pashew Majeed Nuri**

This work and its defense approved by:

Committee chair: Holly Johnson, Ph.D.

Committee member: Ting Xiao, Ed.D.



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# **Retrospective Miscue Analysis with an Adult ESL Kurdish Reader**

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by

Pashew M. Nuri

Committee:

Holly Johnson, PhD

Ting (Joy) Xiao, Ed. D.

## **Abstract**

This study aimed to explore the reading beliefs and reading strategies of a Kurdish adult English as a Second Language (ESL) reader. The study was motivated by four research questions that include; what are the reading beliefs an adult Kurdish L2 speaker brings to his reading? What miscues does one adult Kurdish L2 speaker make? What factors caused the reader to make particular miscues? And how does the reader respond to these miscues? The study was a case study that utilized retrospective miscue analysis (RMA) as the research methodology to gather the data necessary to answer the research questions. The study participant was the researcher himself who was an Iraqi Kurdish international Master's degree student at the University of Cincinnati. The study found that the participant made various types of miscues ranging from substitutions, corrections, omissions, and repetitions. Among the 83 miscues, 14 of them were abandoned corrections. None of the miscues that were abandoned to be corrected resulted in major meaning change in the sentences as it was finally produced by the participant. The participant also used different reading strategies that included sampling, predicting, confirming and/or disconfirming. The factors that caused miscue production included cultural background and his belief system, cross-language grammatical knowledge, word unfamiliarity, and prior knowledge about miscue analysis. This study advances ESL teachers' and reader's understanding of how reading process occurs and how readers respond to their miscues.



## **Dedication**

I would like to dedicate this work, wholeheartedly, to Maryam and Sa'di. Whose unconditional love has been breathed into me and whose parent-like support have always been there from the time I met them until now.

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## CHAPTER ONE:

### **Introduction**

The dawn of the 21<sup>st</sup> century brought new concepts to the field of education that demanded educators to rethink and redefine many traditional educational practices and endeavors. Literacy among all other educational issues has encompassed a broader definition and multiliteracy as a new term has emerged. According to O'Rourke (2005) the term 'multiliteracies' was coined by The New London Group in 1996 in response to the changes in the world and the capacity to communicate through new media. O'Rourke (2005) further stated that this concept "broadens literacy from an emphasis on 'reading the word' to reading multi-modal texts [and it] includes the assumption that in the process of becoming literate, students are making sense of the world and themselves in the world" (p.1).

Literacy as the ability to read any type of text including multi-model text, requires methods of instruction and assessment that encompasses multiple aspects of life because reading is a sociopsycholinguistic process (K Goodman, 1996) on which society, culture, psychology, and linguistics have an effect; we must examine the reading process more efficiently.

Goodman (1973) developed miscue analysis as a new term to examine the reading process. Miscue analysis is "a diagnostic procedure rooted in the psycholinguistic view of reading. The focus of miscue analysis is on the broad field of reading comprehension rather than the isolated decoding of individual words and letters" (p.1). Understanding the reading process will allow teachers to improve teaching and assessment of reading comprehension and meaning making but few know how to use the miscue analysis process.

### **The purpose of this study**

In this study I utilized Retrospective Miscue Analysis (RMA) to study my own miscues as a Kurdish adult English as a second language speaker. I wanted to explore my reading beliefs and strategies in regards to miscue analysis because I have not been exposed to reading in the English language for so long. I started reading for pleasure in English when I started my Master's degree in the U.S. So, I wanted to determine what I brought to the reading process as an adult ESL speaker while identifying the miscues I made. Moreover, it is to help me understand the reading process and the usage of language and language systems in a reflective and retrospective manner.

### **Questions of the study**

The questions guiding this study were;

1. What are the reading beliefs an adult Kurdish L2 speaker brings to his reading?
2. What miscues does one adult Kurdish L2 speaker make?
3. What factors caused the reader to make particular miscues?
4. How does the reader respond to these miscues?

### **Explanation of the Questions**

The questions presented above each address a different issue within the study. The first question addresses the attitudes I brought to reading. We all read for different purposes. Some of us read for reasons others do not. What do readers think reading is for? Why do they read? Those are questions that are embedded within the first question of the study.

The second question aims at the types of deviations readers make from the printed text while reading. The factors causing specific types of miscues made by readers are addressed in

the wake of the third question. The question tries to determine the reasons behind the various deviations readers make from the printed text. The last question explores readers' responses to the miscues they make. Meaning, why do the readers think they made these particular miscues? And how do they respond to this information?

## **Definition of Terms**

### **Proficient reading.**

According to Goodman (1996) proficient reading is when the reading is both effective and efficient. It's effective in that the reader is able to make sense; it's efficient in that the sense is accomplished with the least amount of time, effort and energy. An efficient reader uses only enough information from the published text to be effective.

### **Reading Process.**

There are different definitions for reading according to different reading experts. For this study, I employ a comprehensive definition as defined by Schoenbach, Greenleaf, Cziko, and Hurwitz (1999) who suggest; reading is not a basic skill that is taught once and for all, which would then consist of reading as decoding words from text and comprehending the meaning automatically. Rather, reading is a complex process in which a reference is made to a world of knowledge and experience that is related to the text, because the text conjures experiences, knowledge, memories, and voices from different settings and contexts, some of them are passive and some more active and immediate. The researchers further state that reading is not a straightforward process of lifting the words from the page, rather it is a problem solving endeavor and a situationally bounded process.

Additionally, Goodman (1967) defined reading as “a selective process [which] involves partial use of available minimal language cues selected from perceptual input on the basis of the reader’s expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as reading progresses” (p. 126-127). Furthermore, reading is a psycholinguistic guessing game that is an “interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen, of course, is vital in reading, just as the ability to anticipate what has not yet been heard is vital in listening” (p.127).

### **Reading Beliefs.**

According to the online Stanford Encyclopedia of Philosophy (2015), belief is a reference to “the attitude we have ... whenever we take something to be the case or regard it as true” (n.f.). To believe is to acquire and secure a statement as truth. It is the acceptance of what you think is true about something. Reading belief is what an individual accepts as truth about the act of reading. Reading beliefs differ from one individual to another. Everyone possess different beliefs about reading whether this individual reads or not.

### **RMA Process.**

Retrospective Miscue Analysis (Goodman and Marek, 1996), is the use of miscue analysis by the reader or the student to gain insight into themselves as readers. It is a process that involves the reader to revalue their abilities of reading and for them to come to a new understanding about language use and reading process. It is called *retrospective* because it involves the reader listening to, thinking about, and discussing his/her miscues he/she made

during the reading session. As Davenport (2002) suggested, it is for the reader to take a look at themselves as a reader.

### **Miscue.**

A miscue is defined as “an observed response that does not match what the person listening to the reading expects to hear” (Goodman et al., 1987, p. 37). It takes place during the reading process in which a reader’s observed response (OR) does not connect with the expected response (ER). This occurs when a researcher listens as the reader articulates the written text and what is expected from the text is not what the reader states.

### **Miscue Analysis.**

Miscue Analysis is a research process that allows a researcher to investigate the miscue phenomenon, the place where the observed response does not match with what the researcher is expecting to hear (Goodman, Watson, and Burke, 2005, 1987). It is a window that provides the researcher with knowledge to build and expand a new model of reading that is transactional and sociopsycholinguistic (K. Goodman, 1996).

### **English as Second Language (ESL)**

American Institute for Research (AIR) (2010) defined ESL (English as a Second Language) as a term often used to designate students whose first language is not English. While, second language speaker (L2) refers to an individual who speaks English language as his/her second language of communication. For the purposes of this study, it is defined as the individual who speaks, reads, and writes in English as a second language.

### **Kurds and Kurdish Language.**

According to Michael Gunter (2014) Kurds are “largely Sunni Muslim, Indo-European-speaking people, ethnically distinct from the Turks and Arabs, but related to the Iranians”



(p.161). Estimated to be between 25 and 40 million in population, Kurds live at the borders where Turkey, Iran, Iraq, and Syria converge in the Middle East. According to Hassanpour, Skutnabb-Kangas, and Chyet (1996) Kurdish language (Kurdí, كوردی), is “an Indo-European language from the northwestern Iranian family, is closely related to (Iranian) Farsi/Persian. It is not related to Turkish (an Altaic non-Indo-European language) or to (Iraqi or Syrian) Arabic (a Semitic non-Indo-European language)” (p.368).

There are two main dialects/varieties of Kurdish language; Kurmanji, which is spoken in Turkish and Syrian Kurdistan; in the northern parts of Iranian Kurdistan, and; in western Iraqi Kurdistan and (former Soviet) Armenia. The other, Sorani, is spoken in the central parts of Iranian and Iraqi Kurdistan.

The Kurdish Academy of Language website (n.f.) notes that Kurdish language dialects are members of the northwestern subdivision of the Indo-Iranic language. The Kurdish language is an independent language, having its own historical development, continuity, grammatical system and rich living vocabularies. According to the SIL (Summer Institute of Linguistics) International Ethnologue website (2015), the population total of all Kurdish language speakers, including all the variations and dialects, is almost 30 million speakers.

### **Theoretical Framework**

This study is based on Rosenblatt's (1983; 1978) transactional theory of reading. Transactional reading theory is a concept that “emphasizes the relationship with, and continuing awareness of, the text” (p.29). According to Rosenblatt (1983), there is no such thing as a generic reader or generic text, rather there are uncounted numbers of potential readers and texts. There is literally no meaning in a text before a reader approaches it. It is just “inkpots on paper” until a reader transforms it into a meaning or a symbol. The reader plays an essential role in this

transaction, without whom the very purpose of reading and writing is lost. The reader animates emotional and intellectual meanings into symbols and those symbols channel the thoughts and feelings of the reader in return (Rosenblatt, 1983).

Every reading act is an event, a transaction involving a particular reader and a particular text, which occurs at a particular time in a particular context. According to Rosenblatt (1983) a text or a work of art offers a different type of experience, which is special. “[It] is a mode of living ... an extension, an amplification, of life itself” (p.278). Through that experience the reader is exposed a different sensitivity, and another meaning is created that is bound by the variety of life experience, background knowledge, cultural influences, and the context of the act of reading that has already and just been experienced. The meaning(s) the reader makes in this experience, is the outcome of the reading act.

The transactional view of reading suggests there can be a “reciprocal relationship” (Rosenblatt 2001, p. 270) between people and their environment, and that is in interacting with the text, the reader is aroused to a response in which he/she expresses his/her background knowledge and past experiences. Sometimes, writers are considered as the bringers of books to people, yet they need to realize the fact that “books do not simply happen to people. People also happen to books” (Rosenblatt, 2005, p.62). This conviction lays the foundation of the transactional theory of literature.

Rosenblatt (1978) laid out the ways in which the reader approaches the text. The stances the reader takes determine the type the reader he/she is. A reader’s stance is an attitude of the reader toward a particular text. It is a reflection or an attitude of the reader’s intention for reading which engages the reader’s expectations of a text and the interaction that happens meanwhile. According to Rosenblatt (1978) there are two stances any reader could take in the reading

process. The *effere*nt stance in which the reader carries away something from the text to use in the world. The reader responds to the text to retain concepts, securitize ideas, and/or perform actions in the wake of the reading. In contrast, the *aesthetic* stance seeks to participate in the experience of living through the process of reading. The aesthetic reader is primarily concerned with what's happening during his/her association with the text and is engaged in what the text offers.

### **Researcher Location**

I can define the moment I realized the value reading carries to our lives as an 'ah-ha' experience. This is the moment that happens to most (if not all) of us almost every day. It is when an illumination occurs all of a sudden, especially because it initially didn't make sense. Then there is 'ah-ha' as a response to what just happened. My freshman year at Salahaddin University/College of Education was the year in which I started realizing the tremendous role reading can have in my life, I started to think that this needs to be shared with others. Then I participated in organizing a reading group in 2010 which lasted up to 2013. The group set out on a research study on the attitudes and behaviors of university students in Kurdistan that created good discussions among intellectuals and the media as well. We realized that we could do more in the same area rather than just running a book group, that is why I and a group of like-minded individuals came together to found a non-profit organization for the same purpose. The organization's mission is to provide out-reach programs, reading circles and discussion, and book clubs for the public in the local community in Erbil, Kurdistan. We then started working on translating books that show guidance towards reading. We were also writing on the issues related to reading and the powerful influence reading can have on the lives of individuals.

Moreover, as an educator and an avid reader, I have always attempted to incorporate themes of the importance and values of reading to my pedagogy and teaching philosophy. During teaching, I have come across students who never liked to read and reading for recreation was never a part of their literacy life. For them, reading was just what their teachers have told them to do, and what was assigned in their courses or classes to take.

I, as the researcher, come to this study with such background and experience on the matter, which assists the researching process. Additionally, the outcome of this study implicates to such an experience, as well.

### **The significance of the study**

The highest illiteracy rates in Iraq are in the major cities of the Kurdistan region. This is an indication of reading and writing destitution in the region. As commonly known, reading and writing are the cornerstones of literacy. So, for the purpose of raising literacy rate in my home region, miscue analysis could be a considerable asset to Kurdish education. In this sense, this study could contribute to the gap that exists in the Kurdistan region's literacy scholarship.

Moreover, in Kurdistan and in the Kurdish literacy scholarship, the process of miscue analysis has not yet been addressed. The absence of this analysis is clearly felt and the study of the process is of dire need. An introduction to miscue analysis in Kurdish scholarship will play an enormous role in the literacy development of the region.

Additionally, this study is of significance to two groups of people; firstly, to the reading specialists and reading teachers to understand the process of RMA with adult ESL readers so as to realize why and what deviations an ESL reader makes in the process of reading. According to Goodman (1996) RMA is an effective way to involve readers in understanding the reading process. Secondly, understanding RMA would benefit ESL Kurdish reading teachers/researchers

who are interested in determining a methodology to have students revalue themselves as readers for a better learning outcome.

## CHPATER TWO

### **Introduction**

Chapter two will present the methodology undertaken to survey the literature, a discussion on reading definitions and miscue and the literature that was reviewed for the study.

### **Methodology**

The total number of books, journal articles, newspaper articles, and other types of publications gathered for the purpose of this literature review numbered more than 40 publications. Twenty three of which has been cited. Eight of this twenty three were studies on miscue analysis and retrospective miscue analysis with adolescents and adult readers, the other fifteen studies discussed the use of miscue analysis and retrospective miscue analysis with English as a Second Language (ESL) readers.

I utilized the EBSCOhost online research database and Google Scholar to search for published articles and literature. In the EBSCOhost database, I used the Boolean operators like AND/OR, the searching process was being restricted to only the journals and published articles revolving around the *miscue analysis* phrase, which limited the search to 100 results. When I followed it by the phrase “RMA” using AND (Boolean operator), it further limited the search to 11 results. There were very few article studies found in the search engine that were on miscues analysis with ESL, ELL, EFL, or L2 readers and/or learners. In each attempt to look for miscue analysis with each of the above phrases, the number of studies found did not exceed 5 journal articles, which is a clear indication of a gap in the study of miscue analysis with learners and/or readers of English as a second or foreign language.

Google scholar was also utilized in search of the literature. Using the same phrases in the search bar, it found more than a 100 related articles and writings. Among this number of found writings, some of them were ones I already found from EBSCOhost database and several others I found useful in the writing of the literature. They were studies that contributed to the literature on the matter of both miscue analysis with adult ESL readers and adult English readers as well, as well as articles on the cognitive ways in which reading process occurs.

### **Reading Definitions and Miscue Analysis**

Definitions for reading have long been decoding letters into sounds and word recognition. However, today these definitions have gone through changes (Ulmer, Timothy, Bercaw, Gilbert, Holleman, & Hunting, 2002). In fact Ulmer, and colleagues (2002) claimed that these definitions for reading have been replaced with new ones. As I noted in chapter one, according to Falke (1982) reading is not merely decoding, it is rather described as “the understanding of a message which has been encoded in a graphic display” (p.123). She further stated with conviction, that there are evidence indicating that in some cases comprehension actually precedes decoding. For example, many people recognize the meaning of words long before they attempt to decode the letters into sound, that is, pronounce them.

The new model of definitions for reading, reading comprehension, and reading process, have gone beyond mere explicit recall, word recognition, and mastery of phonemic decoding. Ulmer, and his colleagues (2002) pointed out that the definitions now include a “dynamic” and “reciprocal interactions” among/between the reader, the text, and the context in which the reader is located and his/her prior literacy knowledge. It is an act that is interactive (Ulmer, et al, 2002), and cognitively complex and problem solving (Schoenbach, et al. 1999). This process through which the “dynamic interaction” (Ulmer, et al, 2002) of the reader’s previous knowledge, the

information inferred by the written language, and the reading situation context (Dutcher, 1990) is constructing meaning. Weaver (2009) more solidly defined reading as “a process very much determined by what the reader’s brain and emotions and beliefs bring to the reading. [That is] the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys all of it” (p.XIII).

### **Miscue Analysis**

As recently as 1960s, the idea of miscue analysis got popularized by Keneth Goodman and his colleagues (Allen & Watson, 1976; Goodman & Burke, 1972). However, Wixson (1979) insists that the idea of miscue analysis dates back to Huey (1908) who wrote the book *The psychology and pedagogy of reading*.

Goodman (1973), described miscue analysis as a process that “involves its user in examining the observed behavior or oral readers as in interaction between language and thought, as a process of constructive meaning from a graphic display” (p.4). The crux of miscue analysis is embedded in how reading is defined. Its basic premise is that reading is a psycholinguistic process. That is, reading is a process that results from an interaction between thought and language (Goodman, 1969, 1973). More specifically, reading is an "active process of reconstructing meaning from language represented by graphic symbols" (Smith, Goodman, & Meredith, 1970, p. 247), which notably ties back to Falke’s (1982) definition of reading that was provided in the beginning of this section.

Through miscue analysis, reading is a process that is being listened to, so the listener can realize the potentialities of the reading process of a particular reader. In her book *Miscues, Not Mistakes: Reading Assessment in the Classroom* (2002) Ruth Davenport stated that, knowing



how to listen, understanding what the listener is hearing, and how the listener infers from what he/she hears and observes is entirely dependent upon how the listener defines reading.

According to Weaver (2009), the definition for miscue applies to reading as well. A miscue is “whatever the reader says aloud, or thinks silently, instead of what is written linearly on the page. It is an observed response that differs from the expected response cued by the text” (p.XIII). Miscues provide “windows on the reading process” (K. Goodman, 1973) through which we are provided with an opportunity to observe what is happening “in the mind of a reader” (Y. Goodman, 1995).

## **Review of the Literature**

### **Miscue Analysis and Retrospective Miscue Analysis with Adolescents and Adults**

Adult readers who pursue remedial reading classes often have misconceptions about reading and the nature of reading (Marek, 1996). The current literature shows that those adult readers who do not pursue remedial reading courses also have misconceptions about the reading process. Miscue analysis as a tool for reading assessment and instruction has provided major alternatives in diagnosing possible reading problems, and helping struggling readers find procedures to read for meaning making and perhaps ultimately finding reading a joyful pastime activity.

For example, Mason-Egan (2006) used retrospective miscue analysis (RMA) to study a college freshman who was diagnosed with a learning disability (LD) and who believed that he was a “horrible . . . lost . . . like a lost dog” reader (p.29). Jason, the participant, shared his feelings about reading and said “I hate reading ... reading doesn’t like me and I don’t like it” (p.29). By the end the RMA sessions, Mason-Egan found significant improvement in Jason’s

reading, reporting that Jason revalued himself as a reader and was found to be more confident. She further stated that Jason moved from a word-focused view of reading to a meaning centered view of reading. In the end, Jason's beliefs about reading and reading strategies had clearly changed. He stated: "I need to focus more on reading and not sounding out the words. Reading and taking in what the paragraph or sentence is saying rather than what each word is saying or how each word is pronounced" (p.41). In this study, RMA has not only shown to be a tool for revaluing the reader, but also a source of empowerment.

Moore and Aspegren (2001) explored an eight-week inquiry into the use of retrospective miscue analysis with a struggling reader in a juvenile corrections center. In this study, they found how miscue analysis and RMA could be a source of empowerment for at-risk students. Furthermore, RMA became a forum for exploring the reader's existing strengths and from these strengths the reader developed greater reading proficiency. In the RMA sessions the researchers had with the participant, the researchers utilized selected miscues for discussions, which helped the participant to attain confidence.

In another study, Theurer (2002) used RMA to assist Sophie, a pre-service teacher at a College of Education in a major research university in the Southwest United States, with her reading process. Sophie believed that she was a good reader who loved to read unlike Jason in Mason-Egan (2006)'s study. Sophie was a proficient reader who strongly believed that reading was text reproduction, which meant reading "...every word [accurately, exactly] as it is printed in the text with no room for deviation" (p.8). Alternatively, Sophie had her beliefs about reading change progressively with the consecutive RMA sessions she had with the researcher. In her first RMA session, Sophie stated that for a better reading "you have to read every word the correct way" (p.7), whereas in her third RMA session she concluded that "you don't have to read word

for word” (p.13) to conceive the meaning of a text. In her final session Sophie confessed that in the beginning she believed that reading was reading word for word but she said that she currently thinks “reading [is] just for meaning ... you have to read for meaning or what is the point?” (p.17).

According to Theurer (2010) this change of reading beliefs and strategies over time is a common phenomenon among readers as they engage in RMA research. Readers “view themselves as readers and [then they] develop more effective and efficient reading strategies” (p.64) over the course of retrospective miscue analysis. An exact further instance occurred with a participant of Theurer (2010)’s case study during RMA sessions. Interestingly, the participant of this study said that she loved reading and considered it her hobby. As Moore & Aspegren (2001) found in their study, Theurer’s research on RMA found it a source of empowerment for academically disempowered students. Theurer commented that his participant “was disempowered not only by her socioeconomic status but also by her former teachers who would use reading as a form of negative classroom management” (p.68). Additionally, she was “never expected to use higher order thinking skills in her reading ... [because] thinking while reading was something her teachers never expected of her” (p.69). However, RMA sessions with Theurer (2010) helped the participant know more about reading process and it allowed her to take risks and develop confidence in her reading abilities. During the sessions she had clearly changed her beliefs about reading and reading strategies, and expressed the through the RMA experience, she pays attention rather than not thinking while reading, and does not regress to correct or change everything as long as she understands the reading. She just keep on reading.

Additionally, Theurer (2011) examined the miscues of two groups of adult readers. He compared a group of proficient readers with a group of less proficient readers. He set out to

answer the question of whether there was any difference in the production and correction of omission, substitution, insertion and mis-articulation miscues made by proficient readers and less proficient readers. As expected, less proficient readers produced more miscues than the proficient readers. Yet, interestingly the proficient adult readers were no better at correcting their miscues than the less proficient readers while miscuing. Theurer further found that each group produced similar percentage rates of each insertion, omission, substitution, or mis-articulation categories. Overall, the proficient readers showed less loss of meaning compared to the less proficient readers. They had more control over the reading process and the text; they knew they needed to continue reading and thus did not feel the need to correct every miscue they made.

In another RMA study Marek (1996) worked with two adult women, Gina and Marlene, who had contacted a reading remedial program at the University of Nevada-Reno for assistance with their reading. Marek worked separately with the two participants to conduct RMA sessions with them. Gina, in the beginning believed herself a *nonreader* who had different strategies and attitudes towards reading. After intense discussions on the miscues she had made, Gina changed both in her attitude and her reading strategies. Reading the same text twice, Gina made dramatic reductions in miscues per hundred words. In her first reading she made 10.2 Miscue Per Hundred Word (MPHW) while in her second reading reduced her miscues by half to 5.5 MPHW. These changes included the quality of miscues she made in selected texts over time. To compare her reading strategy uses, the researcher grouped the selected readings according to one measure of their difficulty, each group of them were read in different sessions. Gina improved across the reading groups and strengthened her reading ability as she moved from a text reproduction model of reading to a meaning making model. She further changed from a reader who used to close the

book if she didn't know the meaning of a word to a reader who skipped the paragraph in which there was the word she didn't understand.

Marlene, unlike Gina, would not close the book if she didn't know the meaning of a word, she would rather skip the word or write it down to ask for meaning later on. However, Marlene, in the wake of all the RMA sessions came to the realization that words can be understood from their context. For her not to know the meaning of a word was no longer a reason to stop reading. Marek reported that just like Gina, Marlene developed her reading ability from session to session as miscues per hundred words declined, and ultimately her responses to the closing interviews confirmed that Marlene moved to a meaning construction model of reading.

In an interesting study, Ebersole (2005) chose a struggling middle school reader to see if different content area texts show differences in miscue making. He wanted to know how text features affected the patterns of miscues. As a result of his RMA sessions, Ebersole stated that even though his participant used syntactic, semantic and graphophonic cues for attaining meaning, he used some text features differently. He focused on vocabulary and did not read headings or focus on text that was not in the main body of the science texts. The participant had a higher number of MPHWS in literature than math, high quality miscues, and the story was summarized more completely than the major concepts in the science or math text. Ebersole concluded that through the RMA process, the participant was able to step out of his reading struggles and revalue his understandings about reading. In the last interview the participant stated that he was "surprised" and "happy" about himself as a reader, because he knows things that he "... didn't know before about reading. Like [he knows] that sometimes ... miscues are not bad.

[And that before then, he] didn't care ... 'cause [he was] hardly used to read before" (p.6). He finally sated that RMA made him like to read more.

Similarly, in another case study Mante (2006) utilized RMA with two college students who showed different reading and learning behaviors in class. Mante selected different content area texts (Chemistry, Economic, and Literature) to answer the question: what kinds of miscues do the two learners make when they read content area texts? He found that the two had different reading intentions, beliefs, interests, and different reading strategies. At first they made fewer miscues most of which were graphophonic, but as they realized that in RMA it is not necessary to correct all miscues, they made more miscues and put their focus on making meaning. Mante stated that as the RMA process continued, the two became more relaxed with the procedure and started showing more meaningful miscues. They further began to ignore those miscues that did not change the meaning of the text.

So far in this literature, I have been discussing miscue analysis and retrospective miscue analysis with adolescent and adult readers. As to the nature of the current study, another question rises, that is what about miscue analysis and retrospective miscue analysis with readers whose first language is not English? How would English as a Second Language (ESL) readers respond to miscues and miscue analysis? In the coming section, this issue is addressed.

### **Miscue Analysis and Retrospective Miscue Analysis with ESL readers**

Both first language (L1) and second language (L2) readers utilize reading strategies to continuously hypothesize and predict the meanings of the text by using all three language cuing systems in reading both in L1 and L2, which are: graphophonic, syntactic, and semantic cueing systems (Kim, 2010).

Miscue analysis and/or retrospective miscue analysis usage has been proven compatible with English as a Second Language (ESL) students. Conner (1981) studied the miscues of seven ESL high school students from different language backgrounds: three Vietnamese, two Spanish, one Arabic and one Persian (Farsi). She concluded that miscue analysis could be used for (ESL) students/readers in evaluating their reading strategies.

As a reader goes through retrospective miscue analysis, they come to understand that reading is not recognizing words to reproduce the text, but rather about constructing meaning in the process of reading. Results like this have been made mostly in cases where the participant is a native English speaker.

In their cross-case study of three adult L2 reader, Wurr, Theurer, and Kim (2008), found that RMA can also provide L2 readers with a better understanding of reading as well as themselves as readers in a multilingual society. They further found that RMA discussions with the ESL readers “changed all of the readers’ perceptions of themselves; they benefited from a more informed view of the reading process” (p.331). Moreover, the participants discovered real reading in such a way of identifying oneself as a reader. In this case being a reader as a matter of identity. As one of the three participants at the end of the study, to reiterate how RMA had helped her value reading and herself as a reader, stated that she previously understood herself “as a person more than as a reader” (p.332). Meaning, before the study she was only a “person” who happens to be reading, but she is identifying herself as a reader.

In an in-depth study project of ESL reading of four language groups, Rigg (1988) reported that on average the ESL speakers read accurately, produce meaningful miscues, and they correct when the miscues lose meaning. The project began at the Miscue Research Center, Wayne State University under the direction of Kenneth Goodman. One of the major findings was

that the reading process and the cueing system are the same across age levels, regardless of race, gender, or reading proficiency. The miscues the ESL speakers made were due to the fact that English language was not their native language or dialect, and their miscues were basically phonological, grammatical, and lexical. The conclusions Rigg made in this study included 1) those ESL readers who have not really mastered English can read in English with comprehension; 2) ESL reading proficiency is not determined by one's first language, and 3) there are some aspects of reading process that are universal when the reading is in English. The latter finding came in accordance with what Lopez (1977) found that there is no difference in reading process both in Spanish and English languages.

Furthermore, K. Goodman & Y. Goodman (1978) used culturally relevant materials with second language Samoans and Hawaiian pidgin speakers in Hawai'i. They found that the higher the degree of relevance of the literature to the reader, the better it helped the reader to predict what was to come in the text. They further discovered that "nothing contradict[ed] the concept that it's easier to learn to read a language already spoken than a new one" (p.629). They observed for each cultural group needed different experiences and different opportunities to develop a functional need for literacy in their native language.

Similarly, Ebe (2010) studied the relationship between reading proficiency and cultural relevance of text with third grade (not adult) English Language Learners (ELLs). Ebe used miscue analysis and retelling data as a part of the study methodology. Through using miscue analysis he concluded that readers' understanding was much better when the reading material was identified as being more culturally relevant.

Wurr, Theurer, and Kim (2008) utilized RMA to study three adult second language speakers' reading of their second language. According to the researchers, "no published studies



have looked at this population” (p.324). They found that these three participants illustrated that second language readers do not automatically transfer first language knowledge when they are reading a second language text. In one of the interviews, a participant said “I think miscue means your key or hint to make [or] improve our English. Even though the meaning is similar or not, the miscues have function for me. It’s a hint to know more about my language” (p.332). Similar to native language readers when doing RMA, the researchers found that RMA empowers second language readers in revaluing themselves and building more confidence as well. One of the participants believed he had reading problems. The researchers found a clear change in his reading beliefs during the RMA process. The participants’ perceptions of himself changed and in the process of discovering what real reading was, he built confidence and strengthened his reading abilities. As for the other two participants, who were confident readers at the outset of the study, RMA helped them add confidence in their reading abilities.

Some other significant findings from Wurr, Theurer, and Kim’s (2008) study, were that RMA aids second language readers’ access to their native language knowledge. This means, that many L2 readers think that their first and second languages are from separate words and worlds, but this study found RMA help the L2 readers see reading as a universal process in which conceptual knowledge and strategies are overlapping. In attempting to make meaning from the text, the readers tried to rely on their own conceptual and semantic knowledge, which means that they do not automatically transfer their knowledge of L1 when they read in L2. This study seems to contrast Zhang’s (1988) study, which found that first language knowledge is often an effective tool in the adult learners' attempts to achieve foreign language comprehension.

Zhang (1988) studied nine adult Chinese learners of English to identify the miscues they made in their reading, and the positive and negative impact of first language influences on their

foreign language reading. He found that the adult Chinese learners of English were skillful in keeping to a sentence's meaning despite changes in grammatical structure, and that 70% of their over-all miscues were syntactically acceptable. Zhang further concluded that in comparison to the native readers, the nonnative readers differed only in minor degrees in selection of information, interaction of the three cue systems, and derivation of meaning.

In another study, Huszti (2008) reported six case studies of six Transcarpathian Hungarian readers, three of which were successful readers and the other three unsuccessful. Huszti aimed to investigate the quantity and quality of the miscues made by non-native English language readers. In her study, both weak and strong readers made *substitution* miscues alike. As for the overall number of miscues the strong readers made far fewer miscues than weak readers. Thus, the comprehension level of the strong readers were higher the weaker ones.

In attempting to find out what proficient adult Korean ESL readers believe about reading in L1 and L2, and how do their beliefs about reading affect the way they read in both L1 and L2, Kim (2010) studied proficient adult Korean ESL readers. He, at the outset of the study, discovered that the participants of his study strongly believed that both L1 and L2 reading ability could be improved primarily by language decoding skills and developing vocabulary knowledge. The strategies the participants mentioned during the interview session, were primarily on how to deal with unknown and difficult words in L2 reading. The researcher stated that his participants had passive views about reading, which meant that they believed reading strategies were only needed in English reading where they had difficulty in understanding and encountered a lot of unfamiliar words. Two of the participants were chosen for RMA sessions. The first, Chanho believed that “reading should be an accurate rendition of texts” (p.166). After various sessions and discussions about what, how, and why he made miscues, he had clearly changed in believing

the same way about reading. He said “after the RMA sessions, I changed a lot. I thought I would read just what I saw in the text. I was very surprised when I found that I did not read the text the same as it was written and that I made a lot of miscues. Now, I know there must be reasons if I read differently from the text and that miscues are not the result of my lack of attention. After participating in RMA ... my consciousness level rises highly. I am constantly aware of what I am doing while reading” (p.166).

The second participant, Eunjung, believed that good reading is the amount of readers’ vocabulary knowledge, because sufficient vocabulary knowledge makes reading fluent and effective and vice versa. The participant stated that she has difficulty comprehending English texts when she does not know all the words. At the end of six RMA sessions with the researcher, Eunjung, thought that RMA helped her read consciously and realize the reading strategies she used. She stated that RMA motivates readers to read more that is why she likes to read more English books.

Hwang (2001) in a longitudinal study, observed the reading development of an ESL Korean student across four years. She attempted to discover how the participant developed her reading strategies and improved reading comprehension skills over the four years. As the participant continuously increased self-confidence in reading in the L2, she revalued herself as a reader, and developed strategies for better comprehension. The factors that caused this accelerated literacy development were found to be intrinsic and extrinsic motivation, her home literacy environment where she was provided with books, and her mother asking about her readings. Simultaneously, RMA helped the participant value reading as a meaning construction process, and learned to move from a word attacking strategy to rereading the sentence, continuing to read, and skipping words to get the meaning from the whole text. The researcher

further found that her participant developed her reading strategies and improved comprehension in a course of three years. This finding came in contrast to Watts-Taffe & Truscott (2000)'s study who found that five to seven years is necessary for a student to become a proficient academic language user.

Additionally, Almazroui (2007) studied nine year old bilingual student, Salem from Oman. For Salem, reading was decoding and reading word by word. It was not his primary concern to find meaning in the text. In doing retrospective miscue analysis with Salem, Almazroui found most of Saelms' miscues to be of high quality. She noticed that Salem while reading was relying upon sounding out words and decoding them, and these strategies became barriers to meaning making. Almazroui further noted that Salem's attitudes of himself as a reader began to change as he gained more knowledge about the miscues he made. Almazroui further found that Salem's struggle to make more sense of the text made Salem use more than one strategy to deal with his reading problems. While Salem was still using high graphic and sound cues, he was also concerned about using syntactic cues and producing miscues that made sense in the readings.

Subsequently, Qiuyan & Junju (2011) investigated the oral reading process of an EFL (English as a Foreign Language) learner using miscue analysis. They aimed to find out the miscue features, by which they meant (frequency of miscues and miscues per hundred words, productive behaviors, linguistic levels, syntactic and semantic acceptability, graphic and sound similarity, correction, meaning construction and grammatical relations), the type of miscues, and the factors that caused the miscue production by the EFL learner. The researchers found that the participant produced grapho-phonetic, syntactic and semantic miscues in the process of meaning construction. The participant made miscues that were syntactically acceptable and had high

grapho-phonetic similarity more than miscues that were semantically acceptable. The researchers further showed that linguistic and cognitive factors were major reasons for miscue production. The factors influencing miscues production were; firstly, the implicit/explicit knowledge. This means that the participant learned, rather than acquired, most of the grammatical knowledge of English language that exists in her mind explicitly. Secondly, inter-language features, that is the cross-language differences between the language of the participant which is Chinese and English language. Other factors influencing miscue production included, contextual influence, and lexical retrieval and storage in the mental lexicon.

In regards to using different genres of texts, Moteallemini (2010) found that ESL students need more instruction and experience in reading informational texts and need to learn new strategies for making inferences from the texts using their knowledge of the language cueing systems and their knowledge of the world. This was because ESL students during the miscue analysis sessions performed better on passages about which they had strong background knowledge in comparison to reading the texts to which they did not have background knowledge about. Moteallemini further found the ESL students had various perceptions of reading. Those students who were print based readers relied heavily on graphophonic strategies and the knowledge-based readers focused on semantic strategies in reading the selected passages.

## CHAPTER THREE

### METHODOLOGY

#### **Introduction**

This study was an attempt to know about the reading beliefs, process, and strategies of an adult ESL Kurdish reader. It tried to determine the nature of language and language systems of the reader through retrospective miscue analysis procedures. The questions that were addressed in this study were as follows:

1. What are the reading beliefs an adult Kurdish L2 speaker brings to his reading?
2. What miscues does one adult Kurdish L2 speaker make?
3. What factors caused the reader to make particular miscues?
4. How does the reader respond to these miscues?

This chapter discusses the research design, methodology and the context in which the study was conducted. Additionally, I discuss the reasons why I chose to become the study participant as well as the researcher. I explain the research process, data collection, and analysis. Lastly, the issue of trustworthiness in the research is explained.

#### **Research Design**

This study was a case study in which I used retrospective miscue analysis (RMA) as a research methodology to examine my own reading beliefs, reading strategies and miscues as an ESL adult reader. Case study research design is “the investigation of the one or more specific ‘instances of’ something that comprise the cases in the study” (Rose, et al, 2015, p. 129). Case studies are commonly associated with qualitative research but quantitative data can also be incorporated into a case study where appropriate.

Case study is one of the ways of conducting social science research. It is “the preferred strategy when ‘how’ or ‘why’ questions are being posed” (Yin, 2002, p.1). Schell (1992), claimed that case study research design is the “most flexible of all research designs”, [it] allows ... the researcher to retain the holistic characteristics of real-life events while investigating empirical events” (p.2).

According to Gomm (2000), among the most common features of case study design include: it is in-depth study of a small number of cases, cases are studied in their real-life context, cases are naturally occurring, meaning they are not manipulated, and multiple sources for data collection can be utilized.

In this study, the sources utilized for data collection involved means of both qualitative and quantitative data gathering. A miscue analysis coding form has been used to gather quantitative data, and qualitatively, observations and reflection were used.

### **Context and Access**

The overall study process took place in an academic setting. The study was entirely conducted at the University of Cincinnati and most of the meetings and study procedures were conducted in my advisor’s office. Because the researcher was also the participant of the study, the matter of access was much easier than what is to be expected in any research study. I chose to be the researcher and the participant of the study because I as a Kurdish ESL reader possessed the characteristics to be eligible to provide answers to the questions of the study.

### **Participant/Researcher**

I (the researcher) was the participant of this study. I am a Kurdish, bilingual, international graduate student from the Kurdistan region of Iraq, studying at the University of Cincinnati. I started learning English at 4<sup>th</sup> grade, but lacked exposure and communication to English

language as my teachers used our Kurdish native language for teaching English language until I finished high school. I grew up learning to read while my parents were/are illiterate. I enhanced my English through my undergraduate studies at the College of Education, English Language Department at Salahaddin University in the city of Erbil in the Kurdistan region of Iraq. I studied to be an English language teacher. As an English Language teacher, I taught for two years prior to coming to the U.S. I am the first in my family to have a higher degree.

We (I and my advisor) decided to conduct a retrospective miscue analysis study on me because I am a Kurdish proficient ESL reader and speaker. Moreover, I wanted to examine my own reading beliefs, miscues and processes. What separates me as a participant from other participants in existing studies is that I have less English reading experience. At the time of the study I had been in the United States for one year and eight months. I had never read for pleasure in English prior coming to the U.S. I read only in my native Kurdish language.

For almost two years prior to this study, I (the participant/researcher of this study) started reading in English for pleasure. As an adult Kurdish second language reader of English, I began to wonder about the miscues and reading strategies of new readers of the English language. The culture in which I grew up played an important role in shaping the way I approached reading in general and reading in English in particular. This is clearly seen throughout the study as the miscues I make show a clear connection to my cultural/religious belief system.

## **Reading Material**

Goodman, Watson and Burke (2005) recommend that the material selected for reading in RMA sessions should be “difficult enough to challenge readers but not so difficult that they cannot continue independently” (p.46). The selected texts should constitute a semantically complete unit; the reading time of one text should not exceed ten minutes so that the task should



not exhaust the learners and thus lose their interest in the whole process, and the selected texts must be unfamiliar to the participants (Goodman & Burke, 1973; Rigg, 1988).

Accordingly, the readings for this study were selected by the advisor. I, the participant researcher, was not aware of the text selection process and didn't know about the readings and their types. There were three different readings, different genres, for different ages and language difficulty. There were typically two main types of readings selected for miscue analysis; expository and narrative texts. Two of the readings selected for my reading were expository and the other one was narrative. The titles of the texts, their genres and words numbers are shown on table 3.1.

<b>3.1 Selected Reading</b>			
<b>Selected Reading</b>	<b>Author</b>	<b>Genre</b>	<b>Word Count</b>
<i>Hana Hashimoto, Sixth Violin</i>	Chieri Uegaki	Fiction   Narrative	1040
<i>Love-Hate Dichotomy Continues</i> , a section from the <i>Pedagogy of the Other</i>	Shehla Burney	Non-fiction   Expository	529
<i>Religion and Moral Values</i> , a section from <i>Curriculum Planning</i>	Keneth T. Henson	Non-fiction   Expository	576

### **Research Process**

Retrospective Miscue Analysis (RMA) is a process that enables the reader to discuss the underlying logic of his/her miscues (Brantingham & Moore, 2003). It is an instructional strategy that aims to heighten a reader's awareness of the reading process (Wurr, Theurer, & Kim, 2008). According to Goodman and Marek (1996), the RMA research methodology was first developed by Chris Wornsop, a Canadian secondary school reading specialist in the 1970s. Goodman and Marek (1996) stated that RMA is a process in which the readers "revalue their abilities as readers and at the same time come to a new understanding about language use and reading process"

(p.39). This procedure engages the reader(s) to listen to, think about, and talk about the miscues he/she made which is why it is called *retrospective*.

Discussions and strategy lessons based on the retrospective miscue analysis are emphasized in that readers can better understand their own reading processes and become better readers (Kim, 2010). Goodman & Marek (1996) further described retrospective miscue analysis as an instructional strategy that aims to enhance a reader's awareness of the reading process by recording his or her reading aloud and then later involving the reader in a discussion of the recorded reading. Additionally, Theurer (2002) articulated that RMA "combines the power of personal interaction with constructing knowledge in a social context" (p.3). It has the power to release readers from the negative conception of reading associated with an obsession for accuracy (Kim, 2010). According to Brown, Marek & Goodman (1994) RMA has been used as a research methodology for thousands of studies.

For this study, a general procedure of RMA as described in Retrospective Miscue Analysis by Goodman and Marek (1996) was utilized that included the description of a) an initial session with the reader (when the beliefs interview is conducted), b) preparation for the RMA, c) conducting the RMA session, and a d) follow up session. Retrospective Miscue Analysis is most commonly used with readers who struggle to make meaning of texts (Theurer, 2010). However, research has shown that even proficient readers benefit from RMA (Theurer, 2002; Wurr, Theurer, & Kim, 2008).

The research idea was first proposed by my advisor. She got me interested in exploring my own miscues and reading strategies. I started reading more and more about Rosenblatt's (1978, 1983) transactional theory for reading and Goodman's (1973) miscue analysis while preparing for the study. The research agenda put forth included proposing the study to

Institutional Review Board (IRB) (Appendix A), multiple formal and informal sessions for data collection, surveying the literature, preparing the texts selected for reading, organizing coding forms (Appendix B), preparing the necessary materials, and interviews (Appendix C).

After the study was accepted by the IRB, I began the procedures of the study. The advisor chose the readings for the study. The readings were not type-scripted because we (I and my advisor) thought that I needed to be exposed to real life reading situations where I would read texts that are as they would be encountered in the real reading events. On April 6<sup>th</sup>, 2015, I participated in the reading interview with my advisor using the Burke Reading Interview (BRI) (Appendix C) followed by recording of reading the three selected readings and their retelling (Appendix D). The recorded readings were used for marking and coding purposes. I marked and coded the recorded readings utilizing the Miscue Analysis Classroom Procedure Coding Form (Appendix B). The coding process, the forms utilized, and data calculations were constantly under the advice and tutelage of the advisor. I listened to the audio recordings of my own oral readings and, with the assistance of my advisor, discussed to what degree my miscues are syntactically and semantically similar compared to the printed text and to what extent they affected my comprehension.

### **Data Collection**

Both qualitative and quantitative data were collected for this study in a manner of both formal and informal study sessions. The sessions that were specifically scheduled for the study were considered formal which included the recorded reading interview (Appendix C), the retelling (Appendix D), the RMA sessions, and the marking and coding procedures of the data forms (Appendix B). The other sessions included informal interviews around general

conversations in our regular meetings on the research. They were considered as informal sessions and were also concluded reliable for data collection purposes.

The instruments used to collect the qualitative data included interviews, observations, and reflections. And the quantitative data collection instruments included; the miscue analysis classroom procedure coding form (Appendix B), and the retelling guide (Appendix D). Data collection procedure for the study questions are portrayed in table 3.2.

### **Formal Interviews.**

I was interviewed formally by the advisor using the Burke Reading Interview. The interview was recorded and it took 25 minutes for me to answer the questions. This interview provided qualitative data about my reading beliefs and reading strategies I use during reading.

### **Informal Interviews.**

The conversations we (I and my advisor) had in our regular meetings were considered as informal interviews. These were the interviews in which we were constantly discussing miscue analysis and retrospective miscue analysis and how my beliefs and background affected the production of miscues.

### **Observations and Reflections.**

My research acts of inspections on my own reading beliefs, strategies, and miscues during RMA sessions were considered as observations. Further, how these traits were evolving in the process of researching. Observations further included the observed responses in the readings, however, observational acts that were/are paramount in the RMA process. The reflections were the moments when I was sitting back and thinking of what I was going under in the reading process and write notes meanwhile to keep my thoughts documented.

<b>3.2 Study Questions Data Collection Procedures</b>	
Study Questions	Data Collection Instrument
Q1. What are the reading beliefs an adult Kurdish L2 speaker brings to his reading?	<ul style="list-style-type: none"> <li>- RMA Reading Interview</li> <li>- Selected Miscue Discussions</li> <li>- Retelling Guide</li> </ul>
Q2. What miscues does one adult Kurdish L2 speaker make?	<ul style="list-style-type: none"> <li>- Reading Selected Texts</li> <li>- Retelling Guide</li> <li>- Miscue Coding Form</li> </ul>
Q3. What factors caused the reader to make particular miscues?	<ul style="list-style-type: none"> <li>- RMA Process Interviews</li> <li>- Self-Reflection</li> <li>- Observation</li> </ul>
Q4. How does the reader respond to these miscues?	<ul style="list-style-type: none"> <li>- Observation</li> <li>- RMA Recorded Reading Interviews</li> <li>- Recorded Readings</li> <li>- Reflection</li> </ul>

### **Miscue Analysis Classroom Procedure Coding Form.**

The classroom procedure coding form is the main instrument for data collection in the procedure for miscue analysis (Appendix B). This form is divided into two sections, language

sense and word substitution in context. The language sense section provides syntactic and semantic acceptability of the readers' miscues and the readers' attempt for meaning making in the reading process. While the word substitution in context section is utilized to record the miscued words and provide the graphic and sound similarities of the expected responses (ER). This section provides the researcher with knowledge about the reader's phonological and phonic systems.

### **Retelling Guide**

I utilized Haertel's (2014) Retelling Guide from *Retrospective Miscue Analysis: An effective Intervention for Students in Grades 3-12*. The retelling is designed to discover the level of comprehension by a reader. The retelling had two versions for both text types, expository and narrative. For the expository text, the retelling measured comprehension level by assigning values for each of the following; recalling of the facts, supporting ideas in the text, conclusions, and inferences. In regards to the narrative text, the retelling evaluated identifying the story setting, key characters, and the plot, which were given values by marks.

### **Data Management**

The gathered data were carefully dealt with in their preparation for analysis. The only two people having access to the documents were the researcher and the advisor. The reading materials and the coded texts, notes, and worksheets were kept confidential by the researcher during the researching and writing processes. The recorded interviews were also kept on the researcher's password protected laptop up to the completion of the study. Upon the completion of the study, the data are terminated entirely.

## Data Analysis

The data analysis procedures of this study involved the analysis of, the miscues (observed responses vs. expected responses), the coding forms, the miscue patterns, and the retellings.

The categories of miscues included: correction: when, during the oral reading, the reader realizes he/she has made an error and re-reads the section/word, insertion: as the reader is reading, he/she will insert a word or two that isn't on the page or in the sentence, omission: when the reader leaves out a word(s.), repetition: when the reader repeats a word or portion of the text, and substitution: when the reader inserts a different word instead of reading a specific word (Goodman, Watson and Burke, 2005).

The two sections of the coding form were analyzed separately. The first section that evaluates the reader's *language sense*, which is evaluating syntactic and semantic acceptability of the miscues made alongside the changes these miscue did to the meaning of the sentence. Each column is assigned with a letter code that shows the acceptability and unacceptability of the miscues' syntax and semantics. The letter Y is a code for the miscues that are syntactically and semantically acceptable and N for the miscues that are syntactically and semantically unacceptable. Meaning change is coded with N (no meaning change), P (partial or minor meaning change), and Y (major meaning change). When analyzing, each of these letter codes for each column (syntactic acceptability, semantic acceptability, and meaning change) were counted and divided by the total number of sentences coded for miscues in the readings.

The miscue patterns were determined by analyzing all the Y, and Ns on sentence levels across syntactic acceptability, semantic acceptability, and meaning change. The correction and/or abandonment of miscues on each sentence were also determined.

The second section of the coding form *word substitution in context*, codes the substitutions or the miscued words and provides graphic and sound similarities compared to the original word in the reading. The graphic similarity is coded as H (high graphic similarity), S (some graphic similarity), and N (no graphic similarity). The percentage of each of these codes were determined by dividing each H, S, and N s by the number of the coded word substitutions. For instance, in *Hana Hashimoto, Sixth Violin* (Uegaki, 2014), the number of miscues that had high graphic similarities were 15 and the ones with some graphic similarity were 6 and 18 with no graphic similarity. The percentage if each of these numbers were determined by dividing them by the number of miscues coded in the text, which was 39.

Retelling guides (Haertel, 2014) are analyzed to discover the level of comprehension by a reader. In my study, a different retelling guide was utilized for the two types of readings (expository and narrative). For the expository readings, recalling of the facts, supporting ideas in the text, conclusions, and inferences were considered and given values. Comprehension evaluations for the narrative readings considered identifying the setting, key characters, and the plot of the story. These categories are created for analysis purposes, which will be fully discussed in chapter four.

### **Trustworthiness**

The research preceding of this study were following the guidelines of miscue analysis and retrospective miscue analysis as provided in *Reading miscue inventory: From evaluation to instruction* (2005) by Goodman, Watson and Burke and *Retrospective miscue analysis: Revaluing readers and reading* (1996) by Goodman and Marek who are considered the developer and designers of miscue analysis research. The methodology plan that guided me in the collecting, organizing, and analyzing of the data were direct methodological instructions



from the books and from my advisor who has previously worked with Goodman. These procedures were considered proof for the validity of the data collection, management, and analysis in the research process.

The findings of the study represent the phenomenon I was claiming to measure, that was understanding the readers' reading process and strategies, the nature of the miscues made, and what beliefs and attitudes the reader was bringing to the reading process.

### **Limitations**

The one research design defect in this study that could have caused changes in findings was that the researcher was also the participant of the study. Although, I am confident that I have tried my best to convey as objective as possible, yet it could have resulted complications in transpositioning viewpoints between the two different and simultaneous personalities of the researcher. A different study participant could have cleared out such uncertainties.

### **Conclusion**

This chapter presented the methodological process undertaken in the process of the research. First, the retrospective miscue analysis research design was introduced as the main and only research design for the study. Then, the context in which the research was being conducted was described while the participant and the research process were discussed afterwards. It further presented the data collection, management, and analysis procedures and necessary instruments that were being utilized in the process was presented in necessary details. It lastly addressed the validity or the methodological soundness of the whole process of the study.

## CHAPTER FOUR

### Case Study

In this chapter I present the case of the study. The case includes the categories: Pashew, the participant, beliefs and perceptions about reading, reading miscues, and retelling. Lastly, I will discuss the overall process of reading and strategies I used in the RMA study. For the purpose of clarity in understanding while reading, I use the phrase *the participant* and *the reader* in the second person singular form to mean me (the participant researcher) in the study.

#### Pashew as the RMA Participant

The participant researcher Pashew is a Kurdish graduate student who came to the U.S to earn his Master's degree in education. His literacy upbringing was similar to any others' in his country. In that, learning how to read and write through basic decoding of words and letters was prominent. Pashew's father was illiterate. His mother hardly recognized letters. Pashew studied English language in primary school, but he didn't learn English well as the school was instructing English language in Kurdish which caused lack of exposure to an English learning environment. This caused Pashew not to take learning English language seriously. He got interested in learning English language in his 12<sup>th</sup> grade high school so he could get better grades to be an English language teacher. He went College of Education/English Language Department at Salahaddin University. He learned English in his undergraduate studies well enough to become an English language instructor.

#### Beliefs and Perceptions about Reading

The participant was not able to name a good reader, which denoted an absence of a role model in his reading and literacy life. Pashew's perceptions of reading, however seemed to fit

Rosenblatt (1978)'s definition of the *effere*nt reader. She defines this type of reader as the reader whose "primary concern ... is with what he will carry away from the text" (p.24). And Pashew noted in responding to the question, *what does it mean being a good reader?* replied that being a good reader means being critical to whatever you read:

Advisor: Ok. Why don't we talk about what does it mean to be a good reader?

Pashew: To me, to be a good reader is to not let any idea or any viewpoints go un-scrutinized in your own mind. It is better to scrutinize whatever you read with a critical eye.

Scrutinizing requires attention to the very elements that make an idea or a viewpoint. It shows the abundant effort the reader uses to get what is in the text and oppose and/or accept as deemed right by his own measures of assessment. It further shows the characteristics of an "oppositional" type of reader. This is a reader who deviates in relation to the text and challenges the content, the perceptions or the interpretations the text applies and presumes (Apple and Christian-Smith, 1991).

Checking up on every idea while reading can take the pleasure out of the process. That is why surprisingly, my advisor asked:

Advisor: Even for pleasure?

Pashew: No, [besides reading to scrutinize, being a good reader also means] to read not with a judgmental eye, that is why when you read for pleasure, you cannot judge on anything, it is just pleasure, it is the way it is, you can't say; well it can't be like that or should be like that, or should have been like this. You read for pleasure because you want to escape from that reality to go to the other, or to take the pleasure from it.

That's what he thought made him a good reader. To scrutinize anything he reads. At the end of the interview, Pashew said that he takes a resistant stance towards the text while reading. This was also a criterion for him to be a good reader.

The following responses characterize the participant's perceptions of the reading strategies he employed during reading process. The strategy he used when facing a word he didn't know the meaning in a text was quite different from other participants in other studies. The reading strategy Pashew used, seemed to be the one retrospective miscue analysis is ultimately after which is being retrospective. In responding to the first question in the interview he stated:

Advisor: When you are reading and come to something you don't know, what do you do?

Pashew: I usually go on reading and get a context of three four lines altogether to know the meaning, I may not know the exact meaning of the word but through the context of four, three sentences I can understand it.

This means that the attack-on-the-word is not a strategy he took to understand the meaning of a word, rather leaving the word to get a perspective of the meaning by reading the other sentences around it. This strategy, however, may not give him the exact meaning of the word, rather the overall meaning of the paragraph or sentences.

However, while listening to the interview, when I got to this point, I stopped for a while reflecting on the time when I was in a meeting with my advisor for revising the parts of the thesis that were already completed. I had used "destitute" and my advisor was not in full agreement with putting the word in the sentence. I told her that I liked putting that word in there because this was a new word for me to learn and I liked using it. I said to her that "meeting a new word is

like meeting a girl”. This answer indicated my passion towards learning new words by knowing their direct meaning, while in the interview I clearly stated that I usually try to know the meaning of the word by continuing the reading and know the meaning in context of other sentences.

Advisor: What happens when you come to word that you don’t know how to pronounce?

Pashew: I just leave it, I just leave it. If I sense or if I feel that it is a very important word to understand the context, I would go to a dictionary.

Advisor: Ok, so when you are reading silently, if you say I really don’t know how to pronounce that word you will just skip it? and look for meaning rather than ...

Pashew: I don’t care, sometimes, about pronunciation. I just don’t care, and 90% of the times I read silently. Sometimes, when it comes to, like, when I think of it, oh I may talk about that book and I may need that word when I am talking about it. For example I was reading *pedagogy of the oppressed*, the word *praxis* I knew how to pronounce it but I needed to make sure that I pronounce it correctly, that is why I went to it.

Trying to know how to pronounce out a word is personal business, and it is not necessary when you read on your own. It is only necessary when talking about the book or something in which mentioning this particular word, will occur in later discussions. Otherwise, I said that I very rarely go to the dictionary to find out the meaning or the pronunciation of a word.

My advisor asked about the 10% of the time when I come across three or four sentences and I still don’t quite understand. I replied:

*“These are the rare times that I go to the dictionary. But hmm.. it happens, many people say, Oh, I can’t read in English, I have never*

*finished a book in English entirely. And I was the same until I got to America and I started reading in English, I was not reading, like, literally, books from beginning to the end prior coming to America”*

(Interview 1).

This was due is lack of confidence in myself and of not making it to the end of the reading, I thought that I have to “know every word” in the text to finish the book. I stated that when knowing about Rosenblatt’s and Goodman’s books, denoting to miscue analysis, I realized that you don’t have to read every single word in a text to understand the meaning.

I thought that reading more will cause better reading. I said that I wanted to read more to be a better reader even though excessive reading may take the pleasure out of reading.

*“Sometimes I am not enjoying what I am reading, but I am feeling compelled by myself to finish the book because I promised myself to finish it”* (Interview 1).

I said that I have yearly reading goals, these goals set obligations on me to get to the result. I mentioned that I finished my 10 books last month, but when it was the last night of the month and I had not yet finished the last book, I said that I didn’t sleep until I finished the book. Although I said that this excessive reading may take the joy out of it but such dedication of time and effort into reading should come from a passion for reading that started it from the very beginning.

Advisor: So, you talked about what would make you a good reader, but do you think you are a good reader?

Pashew: If I am evaluating myself, I would say yes [I am].

I believed I was a good reader, and the only thing that would make him say I am a weak reader was that I was reading less. If not I enjoyed what I was reading, I read different types of books, and when I read I do not accept whatever I read. These, conclude the reading characteristics and beliefs of Pashew (me) as an ELS participant reader in this study.

## **Reading Miscues**

### **First Text: Hana Hashimoto, Sixth Violin**

The first reading Pashew had was a children's illustrated fiction story *Hana Hashimoto, Sixth Violin* (Uegaki, 2014). In his first reading, he made various types of miscues, ranging from repetition, insertion, correction, abandonment, and substitution. In this reading Pashew made 39 miscues out of 1040 words. Ten of those miscues were chosen to be discussed in the RMA session.

#### ***First miscue.***

The first miscue the participant made was the omission of the second part of the title. The title is *Hana Hashimoto, Sixth Violin*, he read only *Hana Hashimoto*. When asked why he made this miscue, he said that he thought it was the edition of the book, not the continuation of the title.

This miscue the participant made was the sixth word in the sentence in the very first line of the story, which indicates a sampling strategy used by the participant to get a picture of what is to come next.

### *He*

When Hana Hashimoto announced that she had signed up for the talent show ...

When the participant was asked why he substituted *she* with *he*, he stated that he was surprised by it as it is a major change in the sentence. He reasoned by saying, “May be it is because I was not attending to or thinking about Hana as a female name, I know I previously knew that Hana is a girl’s name, but I don’t know why I was not focusing on [the pronoun]”.

A part of the reason can be considered because this was his first attempt to read, he is starting to sample the text and predicting what is to come. He was trying to understand what the story is about. What is more interesting is that the participant was attentive to the reading, he did not attend to the illustration showing Hana as a young girl holding her violin in her arm. Moreover, the participant that might also be due to his knowledge about of Arabic language in which the pronoun *he* is used to indicate to something or someone that is gender unknown. The participant could have used the Arabic *he* to mean someone he did not know the gender.

There is a small graphic and sound difference between the two words *Hana* and *he* and on the sentence level there is only three words between the two words. This indifference and closeness could have further tempted the participant to say *he* while in his mind he knew that it was not *he*, because he said “I was focusing on the meaning back then, as if I already knew that was a *she* but I was not aware of what my language was saying”. This means that somewhere inside his brain he was still trying to figure it out.



### ***Second miscue.***

The second miscue the participant made was a substitution miscue. He replaced *morning* with *thing*:

Ojichan played every <sup>thing</sup> morning.

Advisor: Why do you think you made that miscue?

Pashew: Because the story previously says that Ojichan played different types of music.

The participant still remembered what had already happened, and he was building upon what he had learned. He already knew that Ojichan played different kinds of pieces and Pashew's mind was still in control of that information that made him utter *thing* instead of *morning*, despite the little graphic and sound similarity of the miscue. Moreover, *everything* is also a popular word in everyday usage among speakers. The repetition of the word in a way that Pashew's tongue got used to, and that is what might made him produce such a miscue.

### ***Third miscue.***

This miscue was another substitution miscue that was successfully corrected:

From his study, <sup>u</sup> <sup>uc</sup> <sup>the clear</sup> <sup>a clear</sup> the clear, bright notes would drift upstairs, ...


The difference between *a* and *the* as articles is in their particularity and singularity. This miscue is the first corrected one among the selected miscues for discussion. The possibility of substituting *a* with *the* is something expected depending upon how far is the noun word that it

was defining in the sentence. In this case the word *notes* is two words away from *the*, which made the reader regress to the definite article seeing that utilizing *a* is grammatically incorrect.

Pashew corrected the miscue as he came across the word *notes* and realized that it is a plural noun that *a* will not define grammatically, that is why he corrected it.

#### ***Fourth miscue.***

This fourth miscue showed the reader's insofar attempt to realize the content of the story:

Ojichan could  compose a melody that seemed to make them dance...

This miscue shows that the reader is still attempting to figure out what the story is about. In his response to why did he make the miscue, he was reluctant to give an answer. The observed response sounded and looked much like the expected response. This similarity in graphic and sound showed the reason the reader predicted and pronounced the word that looked like what he saw. Besides, reading in a second language brings in the prior knowledge of his vocabulary to the current reading. In regard to this miscue he said:

Pashew: What makes [this miscue] more interesting to me, why I did not know it was compose, [is that] I was learning music a while back ago. I was learning the violin, and yet why I didn't know it was compose?

What the participant did not realize was that his prior knowledge of English vocabulary was stronger, that made him miscue. The word *compass* has the same number of letters as *compose*, and his more embedded prior knowledge made him see the word *compass* as a better fit for it. The miscue would not have made any sense if Pashew had not corrected it.

### ***Fifth miscue.***

Sometimes the reader's lack of understanding of the functionality of clauses in the English language caused misunderstandings about which clause refers to what subject. Consider the following:

She practiced in front of her parents  who listened with care while ...

In this miscue the participant miscued *who* to *she* to which he thought *she* was a reference to the subject of the sentence which was Hana in the story. When discussing the miscue in the RMA session, Pashew stated that to this point he thought that replacing *who* with *she* might have been due to the subject of the sentence, not realizing that the *who* was a reference to the *parents* not *Hana*. This had also caused in comprehending the meaning behind the story at this point. An interchanging in the people who were listening to Hana's playing of the violin had happened that bewildered Pashew in understanding who is playing and who is listening.

### ***Sixth miscue.***

In a similar miscue, one sentence after the previous was made, Pashew replaced *who* with *when*. The miscues are interesting in the way that they are clauses referring to the noun preceding them, yet the reader chose to refer them to the pronoun subject that is at the beginning of the sentence.

She practiced in front of her dog, Jojo  who cocked his head and ...

As an ESL reader, the participant is incorporating his English grammar knowledge connecting the clause to the subject pronoun, but when he came to that and realized the substitute did not build any meaning as the sentence continues, he regress back to correct the miscue.

Moreover, Pashew came from a culture in which dogs are not kept as pets. In his religious value system keeping dogs as pets is not allowed because they are considered not clean. This could have unconsciously affected the reader to refuse personifying the dog by using *who*. Instead, the pronoun *it* was used. So, he used *when* as a closest graphic and sound possibility to substitute *who*, not being able to confess using *who* that would personify the dog. The picture of the dog was illustrated on the book Pashew was reading, unlike the first miscue in the text in which he did not attend to an illustration of a girl and using *he* instead of *she*, then he was starting to sample and trying to build an understanding of the text.

***Seventh miscue.***

The reader abandoned correction twice in the reading. In the following miscue he showed a deviation from the process of meaning construction:

*at*  
The day of the talent show arrived and the school auditorium...

Replacing *of* with *at* is only meaningful until the sentence gets to the verb *arrived*. Despite no graphic and/or sound similarity between the expected and the observed response, the reader still abandoned regression once he got to the word *arrived*. This change of words resulted in a major change in meaning in the sentence, and denoted the only explanation that at that moment the reader was not attending to make meaning but rather merely reading.

Pronouncing unfamiliar words at first was something hard for the participant, which was because he was reading in a language that he learned as a second language. For an ESL reader seeing words for the first time causes difficulty in pronunciation. In the first text the reader had

16 repetition miscues on words that were mostly new to him. These repetitions were not coded as miscues because rereading a portion of a text or repetitions “are not miscues. However, they provide evidence of the strategies readers use to solve their problems” (Goodman, Burke, Watson, 2005, p.67). The repetitions indicated the reader’s less exposure to English words or names that were not even English in the text.

In the first text the reader made 39 miscues out of 1040 words. As shown in table 4.1, on language sense basis, 93% of the miscues were syntactically acceptable and 83% were semantically acceptable that caused in 89% of no meaning change. The participant made 3.75 miscues per hundred words (MPHW).

**Table 4:1 - First Text Miscues**

	Freq.	%
<b>SYNTACTIC ACCEPTABILITY</b>		
Syntactically Acceptable (Y)	27	93
Syntactically Unacceptable (N)	2	7
<b>SEMANTIC ACCEPTABILITY</b>		
Semantically Acceptable (Y)	24	83
Semantically Unacceptable (N)	5	17
<b>MEANING CHANGE</b>		
No Meaning Change (N)	21	87
Partial Meaning Change (P)	3	13
Major Meaning Change (Y)	0	0
<b>GRAPHIC SIMILARITY</b>		
High Similarity (H)	15	39
Some Similarity (S)	6	15
No Similarity (N)	18	46
<b>SOUND SIMILARITY</b>		
High Similarity (H)	8	21
Some Similarity (S)	12	31
No Similarity (N)	19	48

## Second Text: Love-Hate Dichotomy Continues from Pedagogy of the Other

The second reading was a section entitled *The Love-Hate Dichotomy Continues* from *Pedagogy of the Other* (Burney, 2012). This text was an expository text; much higher level of language difficulty than the first reading. The participant made 26 miscues in a total of 529 words. He made various miscues that included repetition, substitution, correction, and omission. Only 5 of the miscues were chosen for RMA discussion.

As regularly happened with the previous text, the participant seemed to be unable to accommodate correct pronunciation of the words. This obviously had to do with him being a second language reader who was either unfamiliar with pronouncing words he saw for the first time or the words were relevant to a certain culture unknown to him. Moreover, sometimes the reader had pronunciation miscues that were caused by some other reason:

### *First miscue.*

The first chosen miscue for discussion in the second reading, was corrected miscue, in which the reader trans-positioned letters of a word:

Another major writer of British India is Rudyard Kipling, whose <sup>(C)(UC)</sup> magnifici..  
cent” prose is appreciated by Said as <sup>(R)</sup> literary performance.

Advisor: Why do you think you made this miscue?


Pashew: I think it was because the word ended in half at the end of the line.


The trans-positioning of two letters in the word *magnificent* could have also been due the reading frequency of the participant. He read the word quickly that his articulation could not cope with sounding out the letters consecutively to produce a word, but in his mind he had the

correct pattern of what the correct pronunciation of the word should be, which is why he successfully corrected it.

### ***Second miscue.***

The graphic display of words seemed to have stayed in the mind of the reader during the reading process. Words that had sound and graphic similarities were substituted by each other as the reader furthered his reading. Like in the following example, the reader substituted *brilliantly* with *Britain*.

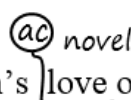
  
The appropria-

tion of history and narrative gives force to the novel as a form, a  
  
technique that Kipling uses brilliantly, ...

The participant said in the RMA session that the reason for this substitution could be because of the number of times the word *Britain* was repeated in the text prior to this miscue. So, the graphics of the word stayed in his mind that tended to see *brilliantly* as *Britain*.

### ***Third miscue.***

The participant's loss of attention on making meaning out of the text was clearly seen in this particular miscue, as he abandoned correcting a major word that had a fundamental contribution in giving sense to the text.

  
Kim's love of the land and Kipling's attachment to home are very...

Pashew: This is a stupid miscue.

Advisor: (laughing) this is a stupid miscue?

Pashew: Yea, exactly.

Advisor: Why?

Pashew: Because Kim is not the author of the novel, why would I say *novel*? And I think *love* and *novel* are graphically close.

What Pashew did not realize was that he came across *Kim* as a word for the second time in the text which meant that he didn't get a clear picture of the role of *Kim* in the text. There is a small sound similarity between *Kim* and *Kipling* who is the author the novel. The participant have gotten used to *Kipling* as the author of the novel and facing *Kim* and *love* as two words that showed graphic and sound similarity to *Kipling* and *novel* made him use a prediction strategy to guess the meaning of the text. The fact that Pashew failed to confirm the prediction by regressing and correcting the miscue, was an evidence to say that he was losing the meaning of the text. Moreover, substituting *love* with *novel* makes total sense graphically and sound wise. They both have high graphic and high sound similarities.

#### ***Fourth miscue.***

The participant was still dealing with *Kipling*, this time as a male connotation to preceding noun word:

India was certainly home <sup>(C) (uc) to the British to Britain</sup> to the British, and this sense of ease and <sup>his</sup> <sup>(C) (uc) affiliation affliction</sup> affiliation – “the pleasures of imperialism” – prevail <sup>s</sup> <sub>Λ</sub> in the adventures of the novel and ...



Pashew's successful attempt to correct the *Britain* miscue to *British*, underdoing British as a reference to Kipling as a male British writer, made his mind go to a male pronoun that looked so much like *this* in the succeeding part of the sentence. Pashew substituted *this* with *his* thinking that *his* is referring to *the British* who, in the participant's mind, was the male author of the book that is *Kipling*. Abandoning correction in this miscue was another indication of swaying from meaning of the text to a mere unconscious reading of codes.

The second text was the reader's first expository text in which he had 26 miscues with 4.9 miscues per hundred word. Table 4.2 shows the frequency and percentage of language sense and graphic and sound similarities in the text.

**Table 4.2 - Second Text Miscues**

	Freq.	%
<b>SYNTACTIC ACCEPTABILITY</b>		
Syntactically Acceptable (Y)	11	85
Syntactically Unacceptable (N)	2	15
<b>SEMANTIC ACCEPTABILITY</b>		
Semantically Acceptable (Y)	11	85
Semantically Unacceptable (N)	2	15
<b>MEANING CHANGE</b>		
No Meaning Change (N)	10	90
Partial Meaning Change (P)	1	0.9
Major Meaning Change (Y)	0	0
<b>GRAPHIC SIMILARITY</b>		
High Similarity (H)	18	69
Some Similarity (S)	6	23
No Similarity (N)	2	8
<b>SOUND SIMILARITY</b>		
High Similarity (H)	17	65
Some Similarity (S)	6	24
No Similarity (N)	3	11

The quality of miscues were high in graphic and sound similarity. They resulted in 90% of no meaning change and 85% syntactically and semantically acceptable. However, in comprehension Pashew seemed quite in lack, as he was able to retell 66% comprehension of the text.

### **Third Text: Religion and Moral Values from Curriculum Planning: Integrating Multiculturalism, Constructivism and Education Reform**

This reading was a section entitled *Religion and Moral Values* from *Curriculum Planning: Integrating Multiculturalism, Constructivism and Education Reform* (Henson, 2015). This was an expository text which was relevant to Pashew's area study. The text consisted of 27 sentences and a total of 576 words. The reader made eighteen miscues of which four were chosen for the RMA discussion. The types of miscues the reader made in this text were insertion, omission, correction, substitution, and repetition.

#### ***First miscue.***

The first miscue chosen for discussion was a substitution miscue:

At times, the question of how much influence religious <sup>C UC</sup>institutions should have <sup>R</sup>on the selection of values to be taught...

*Instruction*

The participant replaced half of the expected response with high graphic and sound similar observed response. The expected response was *institution* while the observed response was *instruction*.

When commenting on the miscue, Pashew said that he was reading and listening a lot on and about religion during the time. The background knowledge about religious teachings and

instructions could have affected making this miscue. The sound and graphic similarity of the miscue have also played a role in causing an expected response.

### ***Second miscue.***

As it happened with the rest of the other readings, the participant was constantly attempting to give a proper English pronunciation to the words he read. This made him constantly regress when he came to a word unfamiliar or words that were too long. There are various examples across the readings and in this current reading as well. For example, Pashew attempted to pronounce the word *deterioration*:

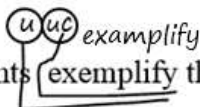
A widely perceived <sup>(C) (40) deter...</sup> deterioration of the moral fiber in the United States has  
made the moral responsibilities of schools <sup>as</sup> a <sup>of</sup> special concern to some educator.

In his first attempt at pronunciation he could not accomplish it with one try. That is why he regressed to make sure if the way he was about to pronounce the word was correct or not. In other words, he was teaching himself about the way the word was pronounced using a prediction strategy and then regressed to confirm the prediction he made.

In the same sentence, the reader made two other miscues. An insertion and a substitution without correction. Adding the word *as* and substituting *to* with *of* had no syntactic unacceptability. There was a partial change in the overall meaning of the sentences with inserting *as* to the sentence. The reader's reading fast flow had created words as his mind deemed fit to the sentence. Sometimes the reader was not aware of what his mind was telling him, and for most part, this was the reason he was correcting the miscues he made.

### ***Third miscue.***

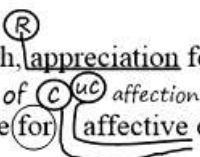

Pashew's English language knowledge was interfering how he was approaching the text. In the following miscue despite that he mispronounced the word *exemplify* yet he was able to know the meaning of the word.

These comments  *exemplify* the paradox involved in the curriculum planner's role ...

The observed response had no meaning at all, yet it was Pashew's English language background knowledge that helped him realize the meaning of the word and correct the miscue. In the discussion the participant stated that it was interesting to see the word change when the function of the word changes. The noun word is *example* yet it does not stay the same when it is put into verb, it becomes *exemplify*. The participant thought that when the word changes to a verb only *ify* will be added to it, not realizing a change occurs to the nature of how the word is constructed.

### ***Fourth miscue.***

In the following miscue, the participant reader substituted a word without correcting it and it resulted in a minor change of meaning.

Values relating to patriotism,  
hygiene, and health,  appreciation for the sciences, the arts, one's culture, and education itself are  
common substance  *for* affective education in the classroom.

The observed response in this sentence was quite interesting and surprising. Changing *for* and substituting it with *of* didn't cause a major meaning change that was semantically and syntactically acceptable. What was surprising was that the reader didn't notice the miscue and went over it without any regression. There was a slight meaning change in the sentence as it was

lastly produced by the reader. The text said that these values are examples *for* an effective curriculum and they should be included in it, while the reader produced the sentence to mean these values are already a part of an effective curriculum.

Sometimes, the way language works in the reader's brain, makes the reader realize some things without being conscious about it. In other words, the brain tells the reader not to be worried about how the text is produced as long as the meaning is processed accordingly. In the above example, the reader's mind had already told him to stop worrying about how he worded the reading, as long as he was understanding the meaning of the text. The reader understood the meaning, and thus his mind didn't let him go back confirming the correctness of the miscue.

In this reading, the reader made 18 miscue in a total of 576 words. For each hundred words the reader made 3.1 miscues. Table 4.3 shows the language sensibility and graphic and sound similarities of the text.

**Table 4.3 - Third Text Miscues**

	Freq.	%
<b>SYNTACTIC ACCEPTABILITY</b>		
Syntactically Acceptable (Y)	14	88
Syntactically Unacceptable (N)	2	12
<b>SEMANTIC ACCEPTABILITY</b>		
Semantically Acceptable (Y)	14	88
Semantically Unacceptable (N)	2	12
<b>MEANING CHANGE</b>		
No Meaning Change (N)	9	64
Partial Meaning Change (P)	5	36
Major Meaning Change (Y)	0	0
<b>GRAPHIC SIMILARITY</b>		
High Similarity (H)	10	56
Some Similarity (S)	1	5

No Similarity (N)	7	39
<b>SOUND SIMILARITY</b>		
High Similarity (H)	8	44
Some Similarity (S)	3	17
No Similarity (N)	7	39

### **Miscues across the Three Texts.**

The total miscues across the three readings were 83 in 2145 words. These miscues varied in their types, ranging from substitutions, corrections, omissions, insertions, and repetitions. Among the 83 miscues, 14 of them were abandoned corrections. None of the miscues that were abandoned to be corrected resulted in major meaning change in the sentences as it was finally produced by the reader, as it is shown in table 4.5.

The graphic and sound similarities of the miscues varied across the types of texts. The participant made more high graphic and sound similar miscues in the expository texts compared to the narrative text. This indicates two traits of the reader; firstly, his struggle to understand higher level texts and secondly, his preference more towards narrative texts rather than expository texts. Table 4.3 shows the frequency and the percentage of graphic and sound similarity across different readings.

Table 4.4: Results of Miscues Related to Graphic and Sound similarities

	1 <sup>st</sup> Text (Narrative)			2 <sup>nd</sup> Text (Expository)			3 <sup>rd</sup> Text (Expository)		
	Graphic Similarity			Sound Similarity			Graphic Similarity		
	H	S	N	H	S	N	H	S	N
<b>Frequency</b>	15	6	18	8	12	19	18	6	2
<b>Percentage</b>	39	15	46	21	31	48	69	23	8

H (High Similarity), S (Some Similarity), N (No Similarity)

The participant reader made miscues that on average 90% syntactically and 84% semantically acceptable (Y). The miscues' syntactic and semantic acceptability (Y) were higher in a total of the three readings together. Table 4.5 shows the language sense of the miscues across the three readings. 82% of the miscues that were coded for meaning change resulted in no change in meaning of the sentence and only 18% partial meaning change in the sentence as finally produced by the reader.

Table 4.5 – Language Sense across the Three Readings

	Freq.	%
<b>SYNTACTIC ACCEPTABILITY</b>		
Syntactically Acceptable (Y)	52	90
Syntactically Unacceptable (N)	6	10
<b>SEMANTIC ACCEPTABILITY</b>		
Semantically Acceptable (Y)	49	84
Semantically Unacceptable (N)	9	16
<b>MEANING CHANGE</b>		
No Meaning Change (N)	40	82
Partial Meaning Change (P)	9	18
Major Meaning Change (Y)	0	0

The total number of miscues per hundred words (MPHW) across the three readings were 3.8. In other words, on average the participant made almost 4 miscues per one hundred words across the three readings.

There were many miscues during the reading that were dialect miscues and pronunciation miscues. This was mainly due to the Pashew's dual language, as he was reading in a language that was second to him in which there are unfamiliar words and phrase.

The study further found a contradiction between what the participant's preference to the type of reading and what the study found about him. The reader believed that to be a good reader he needed to securitize the text and to be critical about what he read, which denoted an *effere*nt reader focused on drawing more information from the text rather than aesthetic reading. The participant made more miscues in the expository text than the narrative text.

## **Retelling**

Retelling is a check-back for understanding the text that was read. The participant of this study showed weak comprehension. A grade of 100 was divided equally among the five criteria for assessing the reader's comprehension of the text. They included identifying the characters of the story, describing the characters, identifying the setting, the story problem and key story episodes.

For the first reading which was a narrative text, the reader's grade for comprehension was 58%. He was weak in describing the characters and retelling the episodes of the story. In retelling the story, the reader was not aided.

The five areas of assessment for comprehension for the expository texts included recalling important facts, supporting ideas, recalling the ideas in order, important conclusions, and making valid inferences.

For the second text in the reading selections which was the *Love-Hate Dichotomy Continues* from *Pedagogy of the Other* (Burney, 2012), the reader record 66% of the text based upon the retelling criteria. The reader was aided in recalling important facts, supporting ideas, and making inferences.



Furthermore, the reader showed weak retelling of the third text, specifically in recalling the ideas. The overall retelling grade was 43%.

### **Discussion**

The case of this study portrayed how an ESL reader approached a text. The participant utilized the reading strategies of sampling, predicting, and confirming or disconfirming the language cueing systems (graphophonic, syntactic, semantic cueing systems). The participant of this study was a good reader and he already knew about the transactional and miscue analyses of reading process. However, he concluded that knowing about miscues and doing the study on himself was a reflective attempt to reconsider how he approached reading in English language as a meaning making process. This described how RMA helps ESL readers to better understand themselves as readers and the reading process as well.

The miscue patterns showed the reader's responsiveness to different levels of reading difficulty texts and across different types of reading. It showed that ESL readers face difficulty in understanding the text and that they struggle to make meaning from the print. It further showed the ESL reader produced meaningful miscues and he was almost always attempting to correct the miscue when the meaning was lost. However, the retelling showed a contradiction to that, the ESL reader was not able to accurately retell what he has read in the text, especially in expository texts. In accordance with Rigg's (1988) findings, many of the miscues the participant made in this study were because the English language was not the participant's first language.

The miscues showed the reader's high sense of language. The graphic and sound acceptability of the majority of miscues indicated to the ESL reader's awareness of the functionalities of English semantics and syntax.

Like the previous studies (Hwang, 2001; Ebersole, 2005; Wurr, Theurer, Kim, 2008; Kim, 2010; Theurer, 2010) that were cited in the literature review, the participant of this study had changes in his beliefs about reading process, reading strategies, and how our surrounding circumstances affect how we read.

### **Conclusion**

This chapter contained the findings of the study. It presented the miscue findings of an ESL reader and discussed the participant's reading beliefs and reading strategies.

## CHAPTER FIVE

### **Results, Implications, Future Research**

#### **Introduction**

Chapter five discusses the conclusions of the study. It includes answering the four main study questions, followed by the implications of the study, the chapter ends with suggestions for further future studies.

#### **Answering the questions.**

##### ***What are the reading beliefs an adult Kurdish L2 speaker brings to his reading?***

Pashew, the participant of this study, brought unique perspectives to his own reading process as an ESL reader. He was already a lover of books and his passion for reading made him read extensively. He believed that good reading was an act of exploration where the reader sought understanding by scrutinizing the ideas and concepts within the text through the employment of a critical lens. He thought scrutinizing was typically true for expository or informational texts, but when reading for pleasure, good readers let go of these beliefs and take what is in the text as written. Reading for pleasure is not something to be judged or critiqued, he believed. When you are reading for pleasure, one should not be judgmental about it because that's what the text was meant for in the first place, that a book should be enjoyed. Reading for pleasure involves escaping from current reality to go to another.

Pashew was an efferent reader, so he took an oppositional stance towards the texts with the intention of reading for information and evaluation. He said that he reads poetry and novels and gets so much pleasure from them, yet with his efferent stance he felt he needed to read so much that sometimes made him lose pleasure from reading.

Prior coming to the U.S, Pashew had never read a book entirely because he was not confident in his ability to finish a book. When he started his graduate degree, he started reading in English and read a lot. His beliefs about reading were changed, however, upon reading about miscue analysis. He was especially interested in how our minds work when we are interacting with texts. This helped him read well and he further found that he even talk about reading differently. He now has a “window” through which he watches his own reading process.

***What miscues does one adult Kurdish L2 speaker make?***

Pashew made various types of miscues during the reading process. The miscues included insertions, substitutions, omissions, repetitions, and correction miscues. He made repetition miscues more than any other type of miscues. Many of the miscues were corrected and some were abandoned. The miscues varied in numbers across the reading types. Pashew tended to make more miscues in the expository texts compared to the narrative text. These indicate that Pashew just like any other ESL readers in other studies, made various types of miscues and he did not quite differ from them.

There was a mismatch between the miscues Pashew made and his retellings. While he successfully produced meaningful sentences in spite of miscues, he had less comprehension of the text. This could be due to his focus on not making miscues because he had background knowledge about miscue analysis.

***What factors caused the reader to make particular miscues?***

The factors that may have caused Pashew to make miscues included his cultural background and his belief system, cross-language grammatical knowledge, word unfamiliarity, and prior knowledge about miscue analysis.

The miscues showed that Pashew's cultural beliefs and belief system were interfering in his reading process. For instance, he used *when* as a substitution for *who*, which was a clause reference to a dog named Jojo in the story. The personification of animals did not match with Pashew's cultural beliefs as dogs are not considered pets. This, unconsciously, affected his inability to utilize *who* for an animal.

There were miscues that exposed Pashew to English language and how he had learned English. Pronouncing the word *exemplify* as /exemplifai/, showed how Pashew had learned to pronounce the word differently because of a letter change when it becomes a verb resulting in changes to the pronunciation.

Pashew's unfamiliarity with some words in the text were also causes for miscue production. There are words a second language reader has not yet learned in the target language, or words that are imbedded in the culture of the target language, or nouns or names that have different pronunciations and spellings. This factor was interesting because in the reading process, Pashew didn't skip the words that were unfamiliar to him like he believed he would, rather he insisted to correctly pronounce them.

Another factor for Pashew's miscues was his awareness of the miscue analysis process. He was conscious when reading the texts and was aware not to make miscues, as he understood that making miscues was a deficit or something should not be made. However, he showed changes in this belief as went on with the study. There were sentences in the readings in which the participant reader made no miscues, which denoted to the reader's awareness of the process of reading for miscue analysis.

### ***How did the reader respond to these miscues?***

Retrospective miscue analysis (RMA) (Goodman & Marek, 1996) played a large role in changing Pashew's reading perspectives. Pashew came to the conclusion that RMA has helped him realize how the reading process occurs cognitively and how social, psychological, and linguistic factors affect it. The realization that reading is a process for meaning making and all those factors contributed to the process of meaning production.

Pashew's responses to his miscues included several "ah-ha" moments. He came to realize why miscues were made and how surrounding circumstances affect readers and their miscues. He positively responded to his miscues and appreciated, recalling the recent situations that have affected his miscue production. Because he then had a "window" through which he could watch his own reading process and read with awareness. He clearly revalued himself as a reader realizing how important is the role of a reader in the cycle of meaning production between the reader, the text, and the author.

### **Implications of the Research**

#### **Implications for Teachers.**

Understanding how ESL students respond to their literacy learning and how they react to what they read is a crucial part of reading instruction. Effective teaching of reading is better facilitated when the teacher understands how the reading process works. Literacy teachers, specifically those who are teaching English to second language (L2) learners can develop better understandings of the reading process utilizing retrospective miscue analysis (RMA) in their reading instruction. For the purpose of better English learning and literacy outcomes.

### **Implications for Readers.**

The findings of this study suggest that retrospective miscue analysis is a tool that could help hesitant ESL students to read better in English language. Readers, especially ESL readers, can overcome the fear of reading in English by understanding the reading process and how sociopsycholinguistic factors affect their perceptions of reading that may cause fear in the first place. RMA shows exactly how these factors affect the reading process in action. Readers can build their confidence as they continue reading, by retrospections on their own reading processes. Moreover, they can internalize the nature of RMA and utilize it when they are reading so as to better understand where they make miscues and for what reasons. They can target areas of reading weakness for improvement. In addition, this would benefit/build their reflective acts of reading that would result in better understanding of the reading process and how their minds transact with the page.

### **Implications for Kurdistan.**

English language reading instruction in the Kurdistan region of Iraq is/has been in the form of teaching students how to decode the graphic display on the page. This study has shown that RMA would be an appropriate addition to reading instructions to the current English language reading instruction methodology in Kurdistan. RMA can provide the English language literacy teacher in Kurdistan with a different and more humane substitute to understanding the reading process and the ways in which English learners approach reading.

### **Implications for Policymakers.**

The implications of this study include not only education policy makers in Kurdistan, but also the larger region of the Middle East where learning English as a second language exists. Kurdish policy makers can think about bringing in RMA literature into Kurdish and English

literacy instruction as a methodology that helps teachers and students understand the cognitive sociopsycholinguistic process of reading as an alternative to the current letter decoding methodology of teaching literacy. The education policy makers of ESL education can think about integrating such literature in their teacher preparation programs so that ESL teachers set out on their teaching journey with a better understanding of the reading learning process by a second language student.

### **Implications for the Researcher.**

The study has implications for myself as the researcher, too. I am an English language teacher and I teach reading as a part of English language instruction. This study and its findings is a great asset for my reading teaching life. It helped me in understanding how the reading process works with students who are struggling with reading in English. Moreover, it can be a foundation for my future research in miscue analysis with ESL Kurdish students and Kurdish learning students.

### **Suggestions for Future Research.**

Building up on the literature review and the findings of this study, future research can further the field by conducting RMA research with Kurdish non-proficient younger students; Kurdish kids with reading difficulties; and Kurdish non-proficient adult readers. Moreover, conducting the RMA study with Kurdish readers in Kurdish and English language and miscue production.

### **Conclusions**

This study was an attempt to experiment with retrospective miscue analysis. The researcher was the study participant aiming to explore his own reading beliefs and reading strategies in regard to retrospective miscue analysis (RMA). The study included the exploration



of the miscues made by this ESL reader and to determine the factors behind those miscue productions.

As mentioned in the first chapter new educational concepts have emerged with the dawn of the 21<sup>st</sup> century. We as educators and education researchers need to redefine and rethink how we go about our educational endeavors. Reading, as a vital part of literacy instruction and assessment, requires us to examine it differently. New instructional methods and strategies are needed. RMA has the potential to contribute to this effort and for further understanding the reading process. This study and my participation as both as both researcher and participant has allowed me to redefine reading instruction and contemporary literacy development in the Kurdistan region.

## List of Appendices

### Appendix A

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#### INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

**Institutional Review Board - Federalwide Assurance #00003152**

**University of Cincinnati**

Date: 3/12/2015

From: UC IRB

To: Principal Investigator: Pashew Nuri  
CECH Academic Affairs

Re: Study ID: 2015-1320  
Study Title: A Retrospective Miscue Analysis of an ESL Adult Reader

The Institutional Review Board (IRB) acknowledges receipt of the above referenced proposal. It was determined that this proposal does not meet the regulatory criteria for research involving human subjects (see below): Not generalizable – QA/QI of oral reading of English text by one ESL adult . Ongoing IRB oversight is not required.

**Please note the following requirements:**

Statement regarding International conference on Harmonization and Good clinical Practices. The Institutional Review Board is duly constituted (fulfilling FDA requirements for diversity), has written procedures for initial and continuing review of clinical trials: prepares written minutes of convened meetings and retains records pertaining to the review and approval process; all in compliance with requirements defined in 21 CFR Parts 50, 56 and 312 Code of Federal Regulations. This institution is in compliance with the ICH GCP as adopted by FDA/DHHS.

*Thank you for your cooperation during the review process.*

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**45 CFR § 46.102(d):** Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

**45 CFR § 46.102(f):** Human subject means a living individual about whom an investigator (whether professional or student) conducting research obtains:

1. data through intervention or interaction with the individual, or
2. identifiable private information.

**Intervention** includes both physical procedures by which data are gathered (for example, venipuncture) and manipulations of the subject or the subject's environment that are performed for research purposes.

**Interaction** includes communication or interpersonal contact between investigator and subject.

**Private information** includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a medical record). Private information must be individually identifiable (i.e., the identity of the subject is or may readily be ascertained by the investigator or associated with the information) in order for obtaining the information to constitute research involving human subjects.

**FDA regulations** apply whenever an individual is or becomes a participant in research, either as a recipient of a FDA-regulated product or as a control, and as directed by a research protocol and not by medical practice. FDA-regulated activities involve individuals, specimens, or data, as patients or healthy controls, in any of the following:

- a. any use of a drug or biologic, other than the use of an approved drug or biologic in the course of medical practice
- b. any use of a device (medical or other devices, approved or investigational) to test the safety or effectiveness of the device
- c. any use of dietary supplements to cure, treat, or prevent a disease or bear a nutrient content claim or other health claim
- d. the collection of data or other results from individuals that will be submitted to, or held for inspection by, the FDA as part of an application for a research or marketing permit (including foods, infant formulas, food and color additives, drugs for human use, medical devices for human use, biological products for human use, and electronic products.)
- e. activities where specimens (of any type) from individuals, regardless of whether specimens are identifiable, are used to test the safety or effectiveness of any device (medical or other devices, approved or investigational) and the information is being submitted to, or held for inspection by, the FDA.

## CLASSROOM PROCEDURE CODING FORM

[illegible]

## Appendix C

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### READING INTERVIEW

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Occupation \_\_\_\_\_ Educational level \_\_\_\_\_

Sex \_\_\_\_\_ Interview Setting \_\_\_\_\_

1. When you are reading and you come to something you don't know what do you do?

Do you ever do anything else?

2. Who is a good reader that you know?

3. What makes \_\_\_\_\_ a good reader?

4. Do you think \_\_\_\_\_ ever comes to something she/he doesn't know when reading?

5. "Yes" When \_\_\_\_\_ does come to something she/he doesn't know, what do you think \_\_\_\_\_ does about it?

"No" Suppose \_\_\_\_\_ comes to something she/he didn't know what would she/he do?

6. If you know that someone was having difficulty reading, how would you help that person?

7. What would a/your teacher do to help that person?

8. How did you learn to read?

9. What would you like to do better as a reader?

10. Do you think that you are a good reader? Why?

**RETELLING GUIDE FOR NARRATIVE TEXT**

Reader:

Date:

Name of text:

	Aided	Unaided
_____ Identified story characters.	_____	_____
_____ Character Description.	_____	_____
_____ Identified setting.	_____	_____
_____ Identified story problem (conflict)	_____	_____
_____ Identified key story episodes.	_____	_____

Comments:

## RETELLING GUIDE FOR EXPOSITORY TEXT

Reader:

Date:

Name of text:

	Aided	Unaided
_____ Important facts were recalled.	_____	_____
_____ Supporting ideas were recalled.	_____	_____
_____ Ideas were recalled in order.	_____	_____
_____ Reader recalled important conclusions	_____	_____
_____ Reader stated valid inferences.	_____	_____

Comments:

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